

# **GRADE FIVE UNIT: CHOICES, CHOICES: WHAT TO DO?**

## **CCLS Aligned Unit 1(based upon Unit 2 of Scott Foresman Series)**

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### **OVERVIEW OF PROCEDURE**

- Introduce unit theme (Choices and the effect they have on outcomes) utilizing Scott Foresman resources.
- Through use of guided readers and main selections sequentially, students will make connections across text to identify the related theme.
- Identify outcomes of read stories, collaborate through discussions how alternate choices can affect the resolutions of these stories.
- As a reinforcement of theme concept, utilize picture books and/or teacher selected short stories or streaming video through interactive read alouds.
- Supply students with a teacher generated list of appropriate thematic central literature for self-selection related to use of final product.
- Students periodically submit anecdotal records (journal, logs, sticky notes, reflections, questions, etc.) of identifying accurately evidence related to the central theme.
- Investigate character choices and how it affected the outcome of self-selected literature.
- Create and generate a final product utilizing various multimedia formats related to theme of unit.
- Assess final products using teacher generated rubric.

**UNIT RATIONALE:** Students who are college and career ready value evidence, build a strong knowledge base related to content, comprehend and evaluate, and use technology strategically to publish a final product.

**What is the Organizing Center of this Unit?** The investigative process of how choices affect our outcomes

**Measurable Learning Targets: What will students know and be able to do by the end of this unit?**

**Independently Identify from Informational Text:**

Quote accurately, Drawing inferences, Identify main idea and key details, Use multiple sources, Compare and contrast, Cite evidence, Domain-specific words, Analyze different points of view to related theme, Integrate information

**Effective Develop In Own Writing:**

Develop imagined experiences, Use narrative techniques, Create organized piece, Variety cultural perspectives, Implement writing process, Collaboration, Recall information, Summarize/paraphrase in note form, Use of sensory details

**Demonstrate Speaking and Listening Skills**

Communicate different perspectives, Express ideas, Include multimedia, Collaborative discussions, Report relevant theme

**Demonstrate Knowledge of Language**

Demonstrate knowledge of English language, Expand/revise sentences or ideas, Use of figurative language, Application of thematic specific words

**Read Variety for Analysis**

Determine central theme, Recognize point of view, Compare/contrast similar themes/topics, Make connections text-to-text, Self-select text, Determine author's purpose

**Essential Questions:**

- How has history influenced today's global world?
- What lessons can we draw from past events?
- How do other cultural perspectives influence your decision making?
- How can the use of technology help to locate, investigate, and create a final product related to a central theme?
- How does newly acquired information alter your perspective of an historical event?
- How can we demonstrate or create a product using sufficient knowledge, opinion, and evidence to support your point of view in a variety of multimedia formats?

## ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
<b>GUIDED READING</b>	Targeted comprehension, fluency, listening and speaking and/or language skills.	Textbook leveled readers/Discussion questions  Weekly Selection Tests RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>LITERATURE STUDY</b>	<ul style="list-style-type: none"> <li>• Identify main idea</li> <li>• Find relevant supporting details</li> <li>• Drawing inferences</li> <li>• Compare and contrast</li> <li>• Determine/Analyze central theme</li> <li>• Investigating different cultural perspectives</li> <li>• Making text-to-text connections</li> <li>• Making text-to-self connections</li> <li>• Predict &amp; evaluate outcomes</li> <li>• Analyzing decisions</li> <li>• Label domain-specific words appropriately</li> </ul>	Self-selected text Series main selections Leveled readers  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>INTERACTIVE READ ALOUD</b>	<ul style="list-style-type: none"> <li>• Identify main idea</li> <li>• Find relevant supporting details</li> <li>• Drawing inferences</li> <li>• Compare and contrast</li> <li>• Participation in discussion</li> <li>• Investigating different cultural perspectives</li> <li>• Making text-to-text connections</li> <li>• Making text-to-self connections</li> <li>• Predict &amp; evaluate outcomes</li> <li>• Analyzing decisions</li> <li>• Use of variety of genres</li> <li>• Connect domain-specific words to theme</li> </ul>	<p>Suggested Texts:</p> <p><u>Chapter Books:</u>  <i>Number the Stars</i> by Lois Lowry  <i>Tuck Everlasting</i> by Natalie Babbitt</p> <p>* Or other appropriate text</p> <p><u>Picture Books:</u>  <i>Pink and Say</i> by Patricia Polacco</p> <p>* Or other appropriate text  <b>(Link to picture books related to theme)</b>  <a href="http://www.mcsk12.net/admin/tlapages/libraryservices/forms/list_character_ed.pdf">http://www.mcsk12.net/admin/tlapages/libraryservices/forms/list_character_ed.pdf</a>  RUBRICS  CHECKLISTS  ANNOTATED RECORDS</p>

MOMENT:	PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS:	USING THESE RESOURCES:
<b>INDEPENDENT READING</b>	<ul style="list-style-type: none"> <li>• Read for supporting evidence</li> <li>• Accurately cite/quote text</li> <li>• Identifies main idea</li> <li>• Identify author's purpose</li> <li>• Organize thoughts, facts, opinions into relevant categories</li> <li>• Make text-to-text connections</li> <li>• Compare and contrast</li> <li>• Identify central theme</li> </ul>	Self-selected texts  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>GUIDED WRITING</b>	Targeted writing skills	6 + 1 traits of writing Teacher generated models Targeted mini-lessons Student samples for analysis  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>INVESTIGATIONS</b>	<ul style="list-style-type: none"> <li>• Asking relevant questions</li> <li>• Selecting appropriate text</li> <li>• Summarize/paraphrase in note form</li> <li>• Revising</li> <li>• Editing</li> <li>• Organization as a trait of writing</li> <li>• Research of central theme</li> <li>• Use of multimedia technology</li> <li>• Multiple sources</li> </ul>	Relevant thematic literature Student drafts and final copies Internet  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>INDEPENDENT WRITING</b>	<ul style="list-style-type: none"> <li>• Ideas as a writing trait</li> <li>• Organization as a writing trait</li> <li>• Writing process</li> <li>• Use of graphic organizers</li> <li>• Revision</li> <li>• Editing</li> <li>• Use of figurative language</li> <li>• Utilizing complex sentences</li> <li>• Compare and contrast across text</li> <li>• Use effective concrete sensory details</li> <li>• Use of relevant thematic words</li> </ul>	Relevant thematic literature Student samples for analysis Student drafts and final copies Examples of final pieces  RUBRICS CHECKLISTS ANNOTATED RECORDS

## What 21<sup>st</sup> Century Literacy Skills and Strategies Will Learners Use?

### Skills

- Collaboration
- Problem-Solving
- Communicating
- Creating a Final Project
- Critical Thinking
- Adding Multiple Perspectives
- Use of Global Multimedia
- Connecting Information
- Cause and Effect
- Making Complex Choices

### Resources

- Scott Foresman Reading Street Series
- Teacher/Student Selected Literature
- Internet
- Microsoft Office
  - PowerPoint
  - Word
- Flip-Cameras
- Ipads
- Imovie
- Hyperstudio

## What Will Learners Create and Share with Authentic Audiences?

Learners will create an alternate ending to an outcome from a selected story (either from series or theme relevant story) when the character is given choices. Learners will use various multimedia outlets after investigating, evaluating, and analyzing various genres of literature to produce a final product of choice (PowerPoint Presentation, IMovie, Word Document, Storyboard, etc.) around the central theme and its effect on the outcome. Rough drafts/copies of work will be evaluated during the learning process to provide feedback to prompt revision and improve final piece

## What Should the Rough and Final Drafts of this Product Enable Us to Assess?

- Correct use of punctuation, grammar, and conventions of English language
- Proper organization, sequencing, and transitions of coherent piece of writing
- Appropriate use of domain-specific words and phrases
- Identifying main idea and supporting details
- Draw inferences/conclusions using relevant text and ideas
- Predict logical outcomes using cause and effect
- Proper use of revision and editing
- Compare/contrast text to text

## How Does This Unit Align to the Standards?

### **Work with Your Team to Articulate this Unit's Alignment to the Standards**

*Use This Example to Inform Your Notation Process:*

*RL. 6. 1 = Reading Literature. Grade Six. Standard 1*

#### **Reading Literature (RL)**

RL.5.2  
RL.5.6  
RL.5.9  
RL.5.11  
RL.5.11.a

#### **Reading Informational Text (RI)**

RI.5.1  
RI.5.2  
RI.5.4  
RI.5.5  
RI.5.6  
RI.5.8  
RI.5.9

#### **Writing (W)**

W.5.3  
W.5.3.c  
W.5.3.d  
W.5.4  
W.5.4.a  
W.5.5  
W.5.8

#### **Reading: Foundational Literacy Skills (RF)**

N/A

#### **Listening and Speaking (LS)**

LS.5.1  
LS.5.1f  
LS.5.4  
LS.5.5

#### **Language (L)**

L.5.3  
L.5.3.a  
L.5.4  
L.5.5

Please email a copy of this document to Angela Stockman  
at [stockmanangela@gmail.com](mailto:stockmanangela@gmail.com) by the end of Wednesday's session